

# COMMUNITY BASED RESEARCH: KNOWLEDGE, DEMOCRACY AND A SUSTAINABLE FUTURE?

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- Global trends: HEI's and UN SDGs
- Case studies of impact:
  - Institutional assessment of CBR & UN SDGs
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# UNDERSTANDING KNOWLEDGE: A CHANGING WORLD

- A broadened understanding of knowledge – towards a knowledge democracy
- Increasing recognition that citizens, social movements, CSOs, public and private sectors are generating useful knowledge for positive social change
- In addition the emergence of recognition of indigenous ways of knowing and the concept of the *decolonization of knowledge* is a new important discourse in this space
- The co-creation of knowledge between community and academia has undergone a dramatic shift in recent years.



# GLOBAL TRENDS: HEI & UN SDG'S

- International and national momentum to change university culture, policies and practices to advance CE in research and learning
- Tri-Council funding agencies/foundations have moved aggressively to promote and fund collaborative partnership research
- One way that impact is measured on a global scale is through the attainment of the UN SDGs
- The language in these reports refer to 2 major research contributions – monitoring and evaluation and the use of digital technology focused on achieving targets
- What is silent is the ***implementation of the SDGs*** – CBR is an avenue for co-constructed locally contextualized knowledge that address local needs





*“An approach to the co-construction of knowledge will entail shifting the lens from the internal to external. Research questions can be generated from external actors around locally prioritized SDGs. Research could be conducted as a partnership between academics and community actors, businesses, local governments and civil society. The nurture of such partnerships requires openness on the part of academics to new research questions and methods.” (R. Tandon, GUNi report, 2017)*



# CBR IMPACT

## AN INSTITUTIONAL ASSESSMENT: UNIVERSITY OF VICTORIA

- Strong history of institutional commitment to CBR
- Contingency of CBR scholars (*estimated over 150*)
- Spectrum and diversity of engagement in research across campus is vast
  - *Over 20 typologies identified across the disciplines*
- Some inventories of CBR (*international CUE map*) – first comprehensive picture of impact of CE activities across the campus





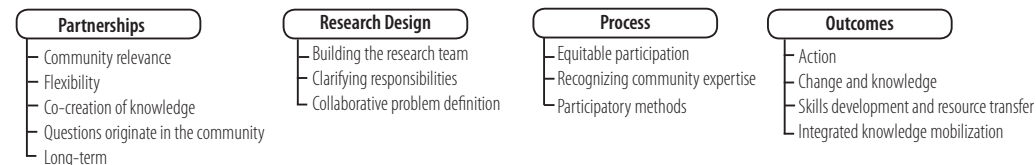
# Community-Engaged Research

Community-engaged research and how it happens at UVic is explained below.

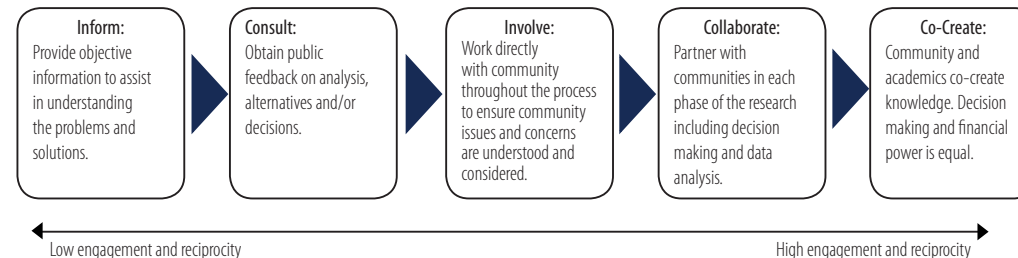
## Summary of Community-Engaged Research

**Definition of community-engaged research (CER):** CER is often used as an umbrella term for various action-oriented and participatory approaches to research, including community-based research (CBR), participatory action research (PAR) and a number of other traditions and terminology described below. CER is a collaborative process between researchers and community partners with the aim of creating and disseminating knowledge with the goal of contributing to the discipline and well-being of the community. The degree of community engagement in the research process is often conceptualized on a spectrum (figure below), ranging from low levels ('inform') to high levels ('co-creation') of engagement. Research that reaches into the more engaged areas of the continuum may be described as community-based, which is designed to enable engagement in all aspects of the research process, including shared decision making power and ownership. The glossary of terminology below describes these traditions along the continuum (adapted from Etmanski et al, 2014) and provides some examples at UVic.

### Key aspects of community-engaged research (from Wiebe & Taylor, 2014)



### Spectrum of engagement:



## Glossary of community-engaged research at the University of Victoria

**Action Research (AR):** AR is a reflective process that allows for inquiry and discussion as components of the "research." Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems (Stringer, 2007). AR is often used in fields such as Organizational Development (Lewin, 1958) and Leadership Studies (Weisbord, 2012) with the underlying assumption that if people are active in decisions affecting them, they are more likely to adopt new ways.

**Arts-based Research:** Arts-based research can be defined as the systematic use of the artistic process, the actual making of artistic expressions in all of the different forms of the arts, as a primary way of understanding and examining experience by both researchers and the people that they involve in their studies (Knowles and Cole, 2008). A number of terms are used to define the coming together of the arts and research, including visual methodologies, performance inquiry, image-based research, installation art-as-research, story-work research, or lyric inquiry (Clover, 2014). Emerging from the qualitative paradigm, arts-based research grew out of the practice of creative arts therapy taking place in the fields of psychiatry and psychology. Arts-based research occurs across many disciplines, and often brings together a mixture of disciplinary lenses. The last few decades has seen a marked growth in understanding and using the power and potential of the arts as tools in adult education and learning (Clover & Stalker, 2007).



# SCOPE OF THE PROJECT

- Document the outputs and outcomes of institutional structures (OCBR/ ISICUE) between 2009-2015;
- Provide a campus-wide assessment of impact aligning to OCUE's 5 pillars of engagement, UVic's International Plan and the ***UN Sustainable Development Goals***;
- Showcase, through in-depth case studies, ***qualitative stories of impact*** resulting from exemplar CER, as well as institutional supports, challenges and recommendations (community/academic);
- Develop ***an impact rubric to assess Community-engaged Scholarship***; and
- Develop ***guidelines to inform criteria for the assessment of community engaged scholarship*** in reviewing grant applications, partnership proposals, and faculty tenure, promotion, and merit applications.





## COMMUNITY-ENGAGED RESEARCH AT THE UNIVERSITY OF VICTORIA

An impact summary: 2009–2015



Every day, UVic makes a positive impact around the world through community engagement initiatives. In 2017, the Office of Community-University Engagement (OCUE) and the Office of the Vice-President Research (VPR) co-sponsored a research project led by Dr. Crystal Tremblay that examined the breadth and impact of community engagement initiatives such as community-engaged research (CER) and community-engaged learning (CEL) at UVic between 2009 and 2015.

Dr. Tremblay considered how community engagement initiatives at UVic intersect with the **United Nations' 17 Sustainable Development Goals** (see these at [sustainabledevelopment.un.org](http://sustainabledevelopment.un.org)), as well as the **five guiding pillars of OCUE** and the **four areas of international impact** identified in UVic's International Plan:

OCUE PILLARS	AREAS OF INTERNATIONAL IMPACT
1. Community-engaged learning (CEL)	1. International development, health and education
2. Community-engaged research (CER)	2. Science, technology and sustainability
3. Knowledge mobilization (KM)	3. Borders, trade, immigration, laws and government
4. Being a good neighbor (GN)	4. Arts, language, culture and history
5. Institutional policies and supports (IPS)	

Based on these intersections, Dr. Tremblay identified five key ways that UVic has made an impact in the community. The following is a summary of these **five key indicators of impact** (to see the full report, contact [ocuehelp@uvic.ca](mailto:ocuehelp@uvic.ca)).

### INDICATOR 1 **\$21 million in research funding**

From 2009–2015, staff and research affiliates from the former Office of Community-Based Research (OCBR) and the former Institute for Studies and Innovation in Community-University Engagement (ISICUE) secured **\$21 million** in funding for community-engaged research.

Research topics included:

- affordable housing
- homelessness
- aging
- environmental health
- Indigenous child welfare
- social innovation
- HIV prevention
- sustainable waste management

### INDICATOR 2 **167 instances of community engagement impact**

Dr. Tremblay reviewed data from the Enhanced Planning Tool<sup>1</sup> (2014–2015) to identify the impact of community engagement across all academic units at UVic. She also identified and surveyed 12 case study participants to showcase specific community-engaged research projects from across the university.


















The result: 167 instances where UVic community engagement initiatives directly aligned with one or more of the five OCUE pillars as well as UN Sustainable Development Goals<sup>2</sup>.



Dr. Tremblay identified that there are three types of impact within each UN Sustainable Development Goal and categorized 167 instances into these three areas:

INDIVIDUAL	COMMUNITY	SYSTEMS
Changes to individuals' skills, behaviour, attitudes, knowledge or understanding.	Changes to a larger project and encourages new collaborations or ideas.	Changes to policies, structures and government agendas.

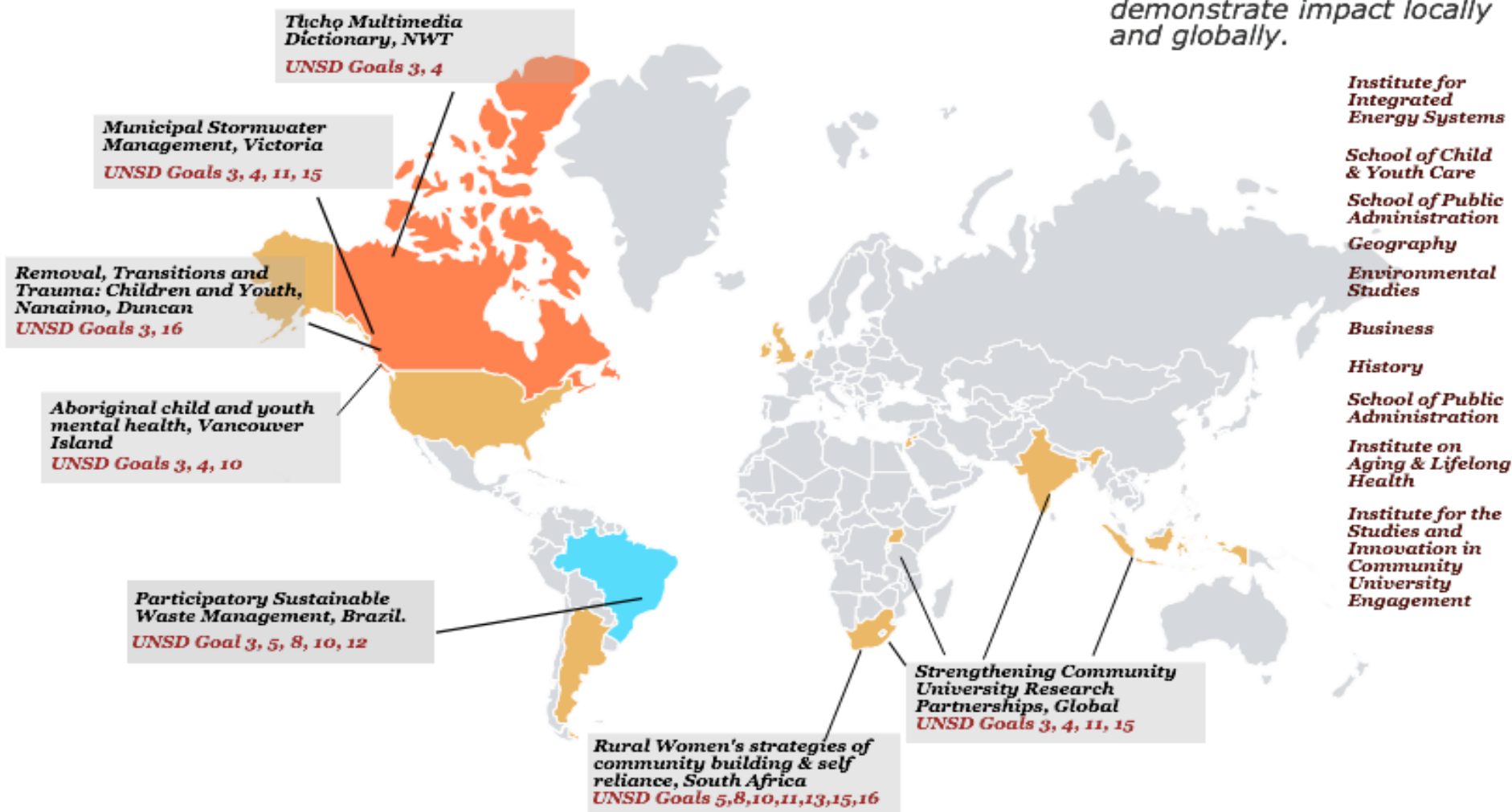
### ALIGNMENT OF UVIC INSTANCES OF IMPACT WITH UN SUSTAINABLE DEVELOPMENT GOALS

UN GOALS	INDIVIDUAL	COMMUNITY	SYSTEMS	UN GOALS	INDIVIDUAL	COMMUNITY	SYSTEMS
<b>1 NO POVERTY</b> 	-	-	-	<b>10 REDUCED INEQUALITIES</b> 	16	23	1
<b>2 ZERO HUNGER</b> 	1	1	-	<b>11 SUSTAINABLE CITIES AND COMMUNITIES</b> 	8	2	1
<b>3 GOOD HEALTH AND WELL-BEING</b> 	42	41	7	<b>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</b> 	1	-	-
<b>4 QUALITY EDUCATION</b> 	30	35	1	<b>13 CLIMATE ACTION</b> 	5	2	3
<b>5 GENDER EQUALITY</b> 	3	4	-	<b>14 LIFE BELOW WATER</b> 	7	4	5
<b>6 CLEAN WATER AND SANITATION</b> 	3	-	-	<b>15 LIFE ON LAND</b> 	14	6	4
<b>7 AFFORDABLE AND CLEAN ENERGY</b> 	2	-	5	<b>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</b> 	36	34	9
<b>8 DECENT WORK AND ECONOMIC GROWTH</b> 	1	2	-	<b>17 PARTNERSHIPS FOR THE GOALS</b> 	2	2	2
<b>9 INDUSTRY INNOVATION AND INFRASTRUCTURE</b> 	22	12	5	<b>OTHER</b>	7	10	1

# Case studies of exemplar CER

## LINKING CER IMPACT TO THE UN SUSTAINABLE DEVELOPMENT GOALS

12 in-depth case studies from across the disciplines demonstrate impact locally and globally.



# KEY FINDINGS

- Study not exhaustive of all CE activity: limitations in terminology, reporting structure of impact at EPT level – a pilot
- Strong evidence of impact to **students** (skills, employment and professional development), **community partners** (systems change, improved services, infrastructure) and **quality of research** (societal relevance, co-creation of knowledge)
- Wide range and diversity of research outputs as demonstrated from the case studies. Non-refereed publications represent significant output. ***Non-academic forms of knowledge mobilization have high impact.***
- Research supports P&T CER guidelines and impact rubric



# THE UNESCO CHAIR IN CBR-SR

**Objective:** to work with other global networks to support capacity building in the fields CBR and SR in higher education through South-South and North-South-South partnerships.



**Project IDRC (2013-15):** *Mainstreaming Community-University Research Partnerships*

**Project SSHRC (2014-16):** *Building the Next Generation of Community-based Researchers (“The Next Gen project”)*



# LESSONS & KEY FINDINGS

Most respondents have not had any **formal training** in CBR.

- CBR capabilities are acquired mostly through self-directed learning and on-the-job (workplace) training, workshops and university courses (theory-based).

There is a **high demand for training and learning** about doing CBR, but formal, structured training opportunities have been scarce.

- Collaborative training efforts are still missing. Need of university involvement beyond individual thesis researches and short-term projects to long term engagement.
- Importance of **long-term relationships** between communities and HEIs or CSOs

**Content** of training: Focus on specific methods/data collection techniques.

- Ethics, mutuality, partnership, cross-cultural communication, group facilitation are critical for practitioners of CBR but rarely included in any formal training.

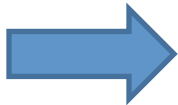
Over 50% of the survey respondents consider that the most effective training approaches for building capacities in CBR are participating in **community actions** [field practice] and/or performing **art-based activities** (e.g., music, theatre, storytelling).

- Almost 40% of students enrolled in HEIs have never taken community actions or performed art-based activities as part of their training in CBR.



# THE KNOWLEDGE FOR CHANGE (K4C) CONSORTIUM

- K4C is a global initiative of the UNESCO Chair, under the joint leadership of UVic and PRIA, and its HEIs and CSOs partners.
- Purpose: 1) to train of a new generation of community workers and students in the theory and practice of CBR;
- 2) to create an international communication network on knowledge democracy, justice and equity as a contribution to local, national and global challenges such as the UN SDGs.

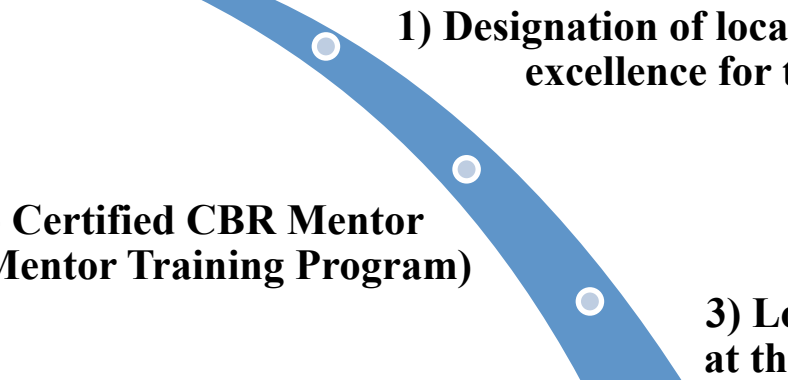


Creation of **local training hubs** in India, Indonesia, Italy, South Africa, Colombia and Cuba (2018), and Canada, UK, Brazil and Spain (2019)



# K4C MENTOR TRAINING PROGRAM

**K4C Co-Directors (UNESCO Chair in CBR)**

- 
- 1) Designation of local Hubs as centres of excellence for the training of CBR**
  - 2) Certified CBR Mentor (Mentor Training Program)**
  - 3) Localized CBR course offered at the Hubs by certified Mentors**

**CBR trained expertise in Global South and excluded North to promote social transformation and community change in line with the UN SDGs**



# K4C MENTOR TRAINING PROGRAM

- The MTP is a **21-week non-credit course** consisting primarily of 3 components: **online** learning activities, a two-week **face-to-face** learning component, and a **field work** component to be carried out locally under the guidance of a local supervisor.
- The MTP is designed for experienced civil society and community based participatory researchers in higher education institutions.
- The UNESCO Chair will provide a certificate to the mentors, on the successful completion of the course requirements. This will be the only valid global certification for CBR mentors that currently exists.





# K4C MENTOR TRAINING PROGRAM (GOALS)

1. Build a common vocabulary for CBR.
2. Understand the theory and practice of CBR.
3. Understand the personal and social skills critical for working in CBR.
4. Development of strong skills in working with communities and students, and teaching CBR.
5. Prepare case studies in local/national languages as future training materials for local training based on a field experience.
6. Use research findings to find/build local solutions linked to the UN SDGs
7. Discover new sources of text, audio, video resources, that may be useful for the hub and the local community.
8. Share experiences with others around the world who are engaged in training for CBR as well.



# KNOWLEDGE PRODUCTS

## KNOWLEDGE AND ENGAGEMENT

Building Capacity for the Next Generation of  
Community Based Researchers



Edited by  
**Rajesh Tandon, Budd Hall,  
Walter Lepore and Wafa Singh**

## Training the Next Generation of Community Based Researchers



*A Guide for Trainers*

Rajesh Tandon, Budd Hall, Walter Lepore and Wafa Singh



# *Thank you!*

More materials available at: <http://unescochair-cbrsr.org/>

<http://dspace.library.uvic.ca/handle/1828/5949>

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